DOCUMENT RESUME

ED 254 500 SP 025 754

AUTHOR Moraga, Gebre Yohannes
TITLE Evaluation of 1982 Summer In-Service Secondary School Teacher Education Programmes in Ethiopia. African Studies in Curriculum Development and Evaluation. No. 131.
INSTITUTION African Curriculum Organisation.
SPONS AGENCY German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE 83
NOTE 58p.; Requirement for the Postgraduate Diploma in Systematic Curriculum Development, University of Nairobi. Best copy available.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Developing Nations; Foreign Countries; *Inservice Teacher Education; *Program Administration; *Program Effectiveness; *Program Evaluation; Secondary Education; *Secondary School Teachers; Summer Programs; Teacher Education Programs; Teacher Qualifications; Teacher Supply and Demand
IDENTIFIERS *Ethiopia

ABSTRACT

An evaluation is presented of summer inservice secondary school teacher education programs given at five colleges of Addis Ababa University in 1982. A survey was conducted focusing on how academic and administrative affairs were operated. The first chapter of this report provides a statement of the problem, identifying the background history of teacher education in Ethiopia, the problems of the training and supply of secondary school teachers, and required teachers' qualifications, as well as the purpose of the study and its significance. Chapter two deals with the design of the study, sources of data collection, and the administration of data collecting instruments. An analysis of data resulting from the study is presented in the third chapter. The final chapter gives conclusions and recommendations. A copy of the questionnaire and a bibliography are included. (JD)

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EVALUATION OF 1982 SUMMER IN-SERVICE SECONDARY SCHOOL TEACHER EDUCATION PROGRAMMES IN ETHIOPIA

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SP 025 754

Gebre Yohannes Moraga

1983

African Studies in Curriculum Development & Evaluation

General Editors: *Peter Sachsenmeier*
Kofi B. Quansah

No. 131

EVALUATION OF 1982 SUMMER IN-SERVICE SECONDARY SCHOOL TEACHER EDUCATION PROGRAMMES IN ETHIOPIA

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1983

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

EVALUATION OF 1982 SUMMER IN-SERVICE SECONDARY SCHOOL TEACHER EDUCATION PROGRAMMES IN ETHIOPIA

BY

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MINISTRY OF EDUCATION

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ETHIOPIA

JUNE 1983

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EVALUATION OF 1982 SUMMER IN-SERVICE SECONDARY SCHOOL TEACHER EDUCATION PROGRAMMES IN ETHIOPIA

Submitted in partial fulfilment of the requirements for the Post Graduate Diploma in Systematic Curriculum Development.

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Acknowledgement

I sincerely wish to thank A.C.O. and G.T.Z for making it possible for me to attend this course.

I am indepted to the permanent course team mebers who did all they could to enable me complete the programme. Dr. Kofi B.Quansah and Peter Sachsenmeier desrve to be particularly mentoned here for all the guidance and suggestions given me in the course of writing this project while I was in Nairobi and Ato Teklehaimanot Haileselassie at home. I am also grateful to Dr. Abebe Ghidey and Ato Zerikun Temesgen who provided me with the necessary duplicating papers and helped me in distributing the questionnaire and collecting the responses.

I am also grateful to Ato Mikretu Tefera and Mr. Uvais Ahamed whose questions I have used directly or with slight modifications. Finally I am grateful to all authors and publishers of works used or quoted in this study.

Chapter 1

Statement of the Problem

Introduction

Teachers training is one of the most important aspects of curriculum development and implementation in any educational system. The training of teachers has two phases: pre-service, followed by in-service.

Pre-service teacher education is aimed at introducing prospective teachers to the fundamental knowledge of teaching; development of good attitude towards the teaching; profession; introduction to the prevailing curriculum and some basic theories of teaching skills before assuming the position.

Pre-service teacher training by itself is not considered to be adequate enough for a trainee to enable him carry out his profession for long. The rapidly changing scientific would required a teacher to keep of new developments achieved in the field of modern education, new techniques, skills or methodologies and approaches in teaching; and acquaint himself with modern instructional materials produced by the rapidly developing technology. This can be achieved by the second pahse of teacher training, usually referred as In-service Teacher Education Programme.

Most teacher educators recommended that the aim of in-service teacher education programme must be to upgrade the academic and professional competence of teachers whether trained or untrained. It should also refresh them in improving the methodology and in their subject area disciplines; and as well introduce them with new progresses achieved in the field of education.

With this general principle in mind, in-service teacher education programmes are conducted in Ethiopia. The purpose of this paper is to evaluate one of such programmes which was conducted in the summer of 1982. The study focuses on evaluating the academic and administrative aspects of the 1982 summer. In-service Secondary School Teacher Education Programmes given at five colleges and faculties of Addis-Ababa University, in Addis-Ababa and Debre Zeit.

Evaluating is a term with wide connotations used in many fields, but in this paper it implies the survey of how the mentioned programmes were carried out, i.e how academic and administrative affairs were operated, and thereby get information in which "rational decisions" for improvement could be made for future attempts.

The study was tackled mainly by means of a quationnaire designed for this purpose; and also interviewing the coordinator of the programmes and the Dean of the Division of continuing Education of Addis-Ababa University.

The first chapter of the paper deals with the statement of the problem, identifying the background history of teacher education in Ethiopia, the problems of the training and supply of secondary school teachers, required teachers' qualifications, the purpose of the study and its significance.

Chapter two deals with the design of the study, sources of data collection and the administration of data collecting instruments. Chapter three is meant for analysis of the data; and chapter four gives conclusions and recommendations. Finally key to the footnotes, a copy of the questionnaire and the bibliography are compiled at the end of the paper.

Background

The history of teacher training programme in Ethiopia is 40 years old. The first teacher training institution was opened in September 1944, which was housed in the premises of Menelic II school in Addis-Ababa.[1] The pre-service training was for primary school teachers because at that time almost all secondary school teachers were expatriates.

Except in certain instances, the realization of the need for formal, government backed in service training of teachers came into light in 1958, a a joint undertaking by the University College of Addis-Ababa (the present Addis-Ababa University) and the Ministry of Education. The primary aim of the programme was to upgrade teachers needed in secondary schools[2]. This did not last long due to problems unknown to the writer, but was replaced by primary school teachers in-service programmes at the end of 1962-63 academic year[3].

In the early 1960s the rapid growth of primary education in Ethiopia forced the employment of untrained teachers. Besides this, the socio-economic progress of the country and the technological developments of the world required the improvement of acdemic and professional competence of the teachers either trained or untrained who were in the service. The Ministry of Education was therefore forced to launch another in-service teacher education programme besides the one which was jointly run by the Ministry and Addis-Ababa University. This was in 1964-65 academic year. The rationale behind the need for in-service teacher education programme states:

" It is recognized that the social and economic growth taking place in Ethiopia brings in its train a whole complex of changes in the traditional way of life ..... to meet these changes new knowledge, new skills, and new levels of education are needed. These challenges also require a well trained effective teaching force, with the teachers equipped to adjust both themselves and their teaching to the new concepts, the changing emphasis and the modern methods embodied in new approaches" The rationale further sighted that " in all countries all teachers need regular and frequent opportunities for learning and for keeping up-to-date in their teaching .....In view of the fact that the totality of knowledge has doubled over the last ten years; in addition, a more scientific understanding of child Psychology and the learning process have revolutionized educational theory and practices ..... even the highly qualified teacher is in danger of being out-of-date unless he adapts to changing content and to new methods of teaching[4].

With this rationale behind, formal in-service teacher education programmes started, Since then quite a number of primary (1-6), junior secondary (7-8) teachers and technical and vocational senior secondary (9-12) teachers have participated in the in-service teacher education programmes conducted in different educational institutions during long summer vacations held for mostly 6-8 weeks.

An effort was made to get the number of the trainees in Addis-Ababa University from 1958-1964, but the official documents appear no where to this writter; and the following table shows an example of the number of trainees form 1965-1971 trained under the Ministry of Education alone and in collaboration with Addis-Ababa University[5].

In-Service Trainees From 1965-71

YEAR	Ministry of Education	Addis-Ababa University	TOTAL
1965	2000	600	2600
1966	1120	700	1820
1967	1200	800	2100
1968	3130	900	4030
1969	2950	900	3850
1970	2835	900	3735
1971	3220	950	4170

Table 1

Source: Ministry of Education, A.A. 1971

Most of the programmes were designed to upgrade untrained teachers and the courses took 3-4 summers of 6-8 weeks each; and it is not possible to tell how many of the trainees have completed the course and graduate with teacher training diploma or advanced teachers diploma. The attrition rate used to be very high especially in Addis-Ababa University, and hence the number of graduates was not expected to be as high as number of particiapants.

These programmes have continued until 1974. With more or less the same pace of praticipation rate each year. Since then some thousands have been in-serviced and upgraded, but the demand for teachers grew in rapid pace compared with the number of teachers being trained and in-serviced.

The Problem of the Training and Supply of Secondary School Teachers.

Before the outbreak of the Ethiopia Popular Revolution in 1974, most of secondary school teachers were expatriates. Most of these expatraites left the country after the outbreak of the Revolution for various reasons. The country was not ready to replace then and the shortage gre acute specially in 1976-77 academic year. During that time the number of secondary schools and the student population increased tremedously. The following table shows the numbers of teachers, students and percentage increase in junior and senior secondary schools from 1974 to 1982[6].

Number of teachers and students increase % 1974-1982.

	JUNIOR SECONDARY (7-8)			SENIOR SECONDARY (9-12)				
YEAR	No.OF STUDENTS	%	No.OF TEACHERS	%	No.OF STUDENTS	%	No.OF TEACHERS.	%
1974	101,800	-	3,200	-	82,300	-	3,000	-
1975	124,500	22.3	3,800	18.8	64,300	-	2,500	-
1976	140,800	38.3	3,900	21.9	90.100	9.5	2,800	6.7
1977	150.100	47.4	4,000	25.0	131,300	59.5	3,100	3.3
1978	143,900	41.4	2,347	26.7	135,700	64.9	3,535	17.8
1979	160,900	58.1	3,900	21.9	163.900	99.1	3,800	26.7
1980	186,100	82.8	4,640	45	185.200	125.0	4,350	45.0
1981	210,700	107.0	4,820	50.6	216.900	163.5	5,140	71.3
1982	248,700	144.3	5,450	70.3	238,500	189.8	5.730	91.0

Table 2.

Source: Planing Service, Ministry of Education, A.A. Aug.1982

* Senior secondary school students and Ethiopia teachers were out for Development through Cooperation in Rural Ethiopia.

Within 8 years the number of students grew by 144.37% in junior secondary school and 189.87% in senior secondary schools, while the number of teachers increased by only 70.3% and 91% rspectively. In other words, in 1974 the ratio of teachers student was 1:31.8 and 1:27.4 in junior and senior secondary schools respectively; and in 1982, the teacher-student ratio grew to 1:45.6 in junior secondary and 1:41.6 in senior secondary schools.

This shows that the number of teachers did not grow specially or proportionally with the number of students and there is therefore an acute shortage of teachers. The demand for teachers is higher than the supply of the teacher training colleges. The following table shows the annual average increase percentage of number of students and teachers, and Differences between average annual increment in number of students and teachers in junior and senior secondary schools from 1974 to 1982.

Average annual increase and Difference between the increments.

	Junior Secondary	Senior Secondary
Average annual increase in No. of students.	67.7%	117.0%
" " " " " teachers	31.7%	42.0%
Difference between the average annual increase.	36.0%	75.0%
Increase in No. of Students in 8 yrs.	144.3%	189.8%
" " " " teachers " " "	70.3%	91.0%
Difference between students and teachers increase in 8 years.	74.0%	98.8%

Table 3.
Source: Tabulated from Table 2.

The school structure in Ethiopia is pre-school followed by 6-2-4-4(5) i.e., primary 1-6 junior secondary 7-8, senior secondary 9-12 and then the third level education, which is about from 2-4 and in some subject areas 5 years for diploma and first degree respectively.

The Ministry of Education is responsible for primary and secondary education. The third level education is the responsibility of the Commission for Higher Education, which was created in 1975 by governmental decree, governed by a council of Higher Education and chaired by the Minister of Education.

The directives set by the Ministry of Education for the qualification of teachers for junior secondary schools (7-8) is minimum of 2 years of University college education after completion of grade 12. For senior secondary schools (9-12) the minimum is 4 years of college education after completion of grade 12, i.e. B.A. or B.sc. degree[7].

As stated above, the training of secondary school teachers (7-12) falls in the hands of the Commission for Higher Education. Under the Commission there are teacher training colleges and faculties granting diplomas and degrees in their regular, extension and continuing summer in-service programmes.

All colleges and faculties granting degrees and two diploma granting colleges are under Addis-Ababa University. The following are degree granting colleges and faculties[8].

Degree Granting Colleges

Name of College/Faculty	Location	Subjects offered
1. College of Social Sciences*	Addis-Ababa	1. Geography 2. History
2. Institute of Language Studies*	Addis Ababa	1. Amharic 2. English
3. College of Ledagogical Sciences.*	Addis Ababa	Senior Secondary School Directors.
4. Faculty of Science*	Addis Ababa	1. Biology 2. Chemistry 3. Mathematics 4. Physics
5. Academy of Pedagogics	Bahis Dar	1 Pedagogics/Amharic** 2. " /English** 3. " /Geography** 4. " /History** 5. " /Maths**

* These colleges are non-pedagical and the subjects enumerated are the ones given to propecture teachers. There are however other subject disciplines offered besides these ones.

** Second subject area offered as minor.

Source: Department of teachers Education, Addis-Ababa September 1981.

Diploma Granting Teacher Training Colleges

Name of College	Location	Subjects Offered
1. College of Teacher Education.	Kotehe	1. Amharic 8. History 2. English 9. Business Education 3. Biology 10. Electricity 4. Chemistry 11. Metal 5. Maths 12. Home Econ. 6. Physics 13. Physical Edu. 7. Geography
2. Alemaya Science Teacher Training Programme	Alemaya	1. Biology 2. Chemistry
3. Bahir Dar Science Teacher Training Programme	Bahir Dar	1. Maths 2. Physics
4. College of Pedagogical Sciences. Technical Teacher Education Department.	Addis - Ababa	1. Auto Mechanics 2. Electricity 3. Electronics 4. Metal Technology 5. Wood Technology 6. Technical Drawing 7. Business Education

Source: Department of Teacher Education, Addis-Ababa 1981.

These colleges and faculties have limited facilities and their training capacities is lower than the demand for teachers, i.e., the gap between supply of and demand for is very wide.

Simulateneously the spectrum of the curriculum of the different colleges is narrower than the demand of the curriculum of secondary schools. For example, there are 15 subject areas in secondary schools where there are no teacher training programmes at degree level[9].

The gap between supply and demand, and the problems of training of secondary school teachers led to the breach of the directives of teachers qualifications; thus, experienced trained primary school teachers have been shifted to jnuior secondary levels; and most college diploma holders with some teaching experience have been moved to senior secondary levels. In one survey of the situation it was stated that " in order to fill the gap existing between demand and supply levels of lower secondary schools, every year as 300-400 primary schools teachers are pushed up the ladder to assume new responsibilities in the lower sendondary school"[10]. Also some untrained college dropouts have been deployed in cases of emergency.

With such situations, the strategy adopted to ease the condition was the establishment of in-service teacher education programmes of diversified nature. These programmes are conducted during summer vacations fo a period of 8 weeks.

This training scheme aims mostly at upgrading the educational qualification and professional capability of sub-standard teachers; and also refreshes teachers to new thinking in the curriculum in general and various subject areas in particular[11].

Another scheme of training adopted is the organization of short term courses and workshops ranging from 2-6 weeks, according to the nature of the programmes to be introduced.

As stated above, in the in-service secondary school teacher education programmes are different in nature.

1. Six summer programmes of eight weeks each for those who teach academic subjects in junior secondary schools with an academic bacground of grade 12 or for graduates of teacher training institutes.* After completion of the in-service programmes they will graduate with two years of University education diploma and will be classified as secondary school teacher two.

2. Six summer programmes of 8 weeks each for junior secondary directors/headmasters/who are graduates of teacher trainging institutes. After successful graduation, the trainees will be award two years of university education diploma in schools administration.

3. Three summer programmes of 8 week each for junior secondary teachers who have already completed first year of University education and the diploma awarded to them and their classification will be as that of the first category stated above.

4. Six summer programmes of 8 weeks each for junior and senior secondary technical and vocational subjects' teachers with academic standard of grade 12 with technical/vocational certificate. After successful completion of the programmes they will be awarded two years university education diploma in their fields of study and their status will be the same as that of category one.

5. From six to eight summer programmes of 8 weeks each for those teachers with two years of university education diploma teaching in senior secondary schools in various academic subjects for B.A. or B.Sc. degree.

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* Teacher training institutes train primary school teachers for one academic year. The trainees are recruited after completing grade 12.

Besides these five regular programmes, other in-service programmes had been conducted for one summer each for academic and agriculture junior secondary school teachers with an academic background of grade 12, in summer 1977 and 1978. With these emergency programmes, 1502 teachers had been in-serviced.

The five regular programmes enumerated above are regularly conducted every year since 1978 as a continuing teacher education programmes. The following table shows the number of participants in each category since then.

Participants in the Regular In-Service Programmes

Type of Programme	1978	1979	1980	1981	1982
1. Technical/Vocational for 12+2	164	314	404	459	452
2. 12+1 academic for 12+2	-	317	623	692	468
3. 12+2 academic for B.A./B.Sc.	261	359	558	734	806
4. 12th academic for 12+2	-	-	-	408	787
5. Junior directors for 12+2	-	-	-	122	198
TOTAL	423	990	1585	2415	2711

Table 4

Source: Secondary Teacher Education Division, Ministry of Education, Sept. 1982.

Despite conducting these programmes for the last five years, with the exception of one college, the programmes have not been properly and directly evaluated. Many questions reagarding the evaluation of these programmes have been raised on may occassions, but the concerned colleges gave deaf ears. It seems that as A.M. Huberman rightly put it,".....school systems have been neither equipped nor motivated to evaluate the outcomes of their teaching and learning activities"[12].

This statement holds true of the prevailing situations in Ethiopia. As mentioned above, out of eight colleges and faculties involved in the in-service secondary school teacher education programmes, only College of Teacher Education has a unit dealing with evaluation, and tries to evaluate in-service programmes conducted in that college. The in-service programmes conducted in the other seven colleges, which are under Addis-Ababa University, which is the oldest educational institute for thirs level education in Ethiopia, have not been evaluated.

UNESCO consultant on one occassion raised the issue of evaluation and argued that "evalaution should be seen as a process or process or processes which provide the necessary feedback information to enable the continuing improvement of the preceding stages in the total teacher training programmes"[13]. This must be felt by all teacher training colleges.

The aim of this paper is to evaluate the academic and administrative aspects of the 1982 Summer In-service Secondary School Teacher Education Programmes conducted under Addis-Ababa University in Addis Ababa and Dhre Zeit.

Purpose of the study

This study is primarily intended to:

1. Identify the ares of improvement to be made on:-
   (a) selection criteria,
   (b) the general system of teaching, and,
   (c) administration of the programmes conducted under Addis-Ababa University.
2. Explore the opinions and suggestions of the trainees and programme coordinators about the improvement of the programmes, thereby making use of their proposals as a stepping stone for further studies and research work on the continuing teacher education programmes Ethiopia.

S. ance of the Study

As it is stated above, the programmes have not been evaluated since their re-establishment in 1978. An observer had the following comments on the situation.

> "The weakest link in the in-service teacher training programme is the absence of any evaluation mechanism to obtain feedback information from teachers (trainees)"

In forwarding his suggestions, he said that, "qualitative improvements can be injected into the training programme only if evaluation is seen as a continuing process providing continuous feedback on the impact that the training is having on the teaching-learning situation in the classroom. In the light of the information thus obtained, learning experiences that are spelt out in the training schedules, the training programme itself and also the objectives of the entire programme could be modified or improved upon to suit the needs and expectations of the trainees. Evaluation of the training programme should enable:

(a) the teacher (trainee) to ascertain achievement levels,
(b) the teacher educator to see how effective the teaching has been,
(c) the curriculum designer to assess the efficacy of the curriculum plans and,
(d) the administrator to monitor the achievement of educational goals".[14]

Thus, in respect of the consulttants' recommendations evaluation of the programmes is a crucial issue and much is left to be done.

As stated above, legally the training of secondary school teachers is the responsibility of the Commission for Higher Education, but still the in-service training of secondary school teachers, as stated in one report "is seen as an extra task by the training institutions and it is only through requests from the Ministry of Education that training courses are developed and excuted"[15].

Therefore it is expected that such attitudes will be changed soon, and these programmes will be evaluated in all aspects; but for the time being, in this paper the academic and administrative aspects of the 1982 Summer Programmes conducted in five of the seven colleges under Addis-Ababa University have been surveyed.

As the saying"little beginnings make great endings" implies, this writer belives that this paper will mark the starting point for the regular evaluation of all in-service teacher education programmes in Ethiopia.

Finally, based on the results of the findings of this paper, " qualitative improvements can be injected into the programmes" so that it can be possible for the maximum utilization of the programmes in the training of secondary school teachers; and this study can bring the issue of evaluation into the attention of the concerned bodies.

Chapter II

Procedures

A-Sample Selection

In Summer 1982, eight colleges and faculties have conducted in-service Secondary School Teacher Education Programmes; Seven of these colleges are under Addis-Ababa Uiversity, with an enrollement of 1,864 trainees. For the purpose of this study, five of the seven colleges with 1[illegible] students, which is more than 84% of the total [illegible]on which participated under Addis-Ababa Univser-[illegible]ave been taken as a sample. This is because the other two colleges are more than 500 and 600kms. away from Addis-Ababa and it became very difficult to conduct a study being very far away from the scene.

A questionnaire was designed and given to all the participants of the five collges; and about 1000 responses have been collected. For the purpose of analysis a sample of 200 randomly selected subjects, proprotionally taken from the five colleges have been taken. The following table shows the names of the colleges selected, with the number of participants in the respective collges and the number of representative samples taken for analysis.

Selected Colleges and Number of Samples taken

Name of Colleges/Faculty	No.of Participants	No.of Samples taken
1. Institute of Language Studies	476	63
2. College of Pedagogical Science.	449	53
3. Faculty of Science.	329	42
4. College of Social Sceinces	179	24
5. Dehre Zeit Junior College of Agriculture.	137	18
TOTAL	1567	200

Table 5.

B- Data Collection Instruments

The source of data for this study was basically a questionnaire designed for this purpose. The questionnaire consisted of 27 close ended and one open ended questions. Out of these 28 questions 15 of them deal with academic activities; 11 of them require facts on administrative affairs, one question was about the general impression of the participants on the programmes and one question was asking for general comments.

Actually the questionnaire was designed spontaneuously when the participants gathered during the courses. To use this opportunity the questions were set without consulting experts or taking any srious considerations. They were not tested woth small groups. Some of the questions were taken from Uvais Ahamed."[17] UNESCO consultant and Mihretu Tefera, evaluated the Inlservice programmes conducted in the College of Teacher Education, Kotebe, in 1980 and 81 respectively with slight modifications, and questions 7 and 9 were directly taken from Uvais Ahmed.

The questionnaire was administered to all the trainees of the five colleges numbering about 1,567, which is more then 84% of the total population participated under Addis-Ababa University. About 1000 responses have been collected, which is about two-thirds of the distributed questionnaire.

To enrich the data, the Dean of the Division of Continuing Education and the Coordinator of the In-service Teacher Education Programmes of Addis-Ababa University were asked about the programmes, problems encountered and possible solutions for the future.

Other relevant documents and statistical information have complemented the sources of data collection; in short, the sources of data collection instruments were:-

1. Questionnaire
2. Direct talks with the two officials and their final report.
3. Indirect talks with some instructors and other employees, and
4. Documents and Statatistical information.

C- Administration of Data Collection Instruments

As mentioned earlier, the 1982 Summer In-service Programmes were held from July 19 to September 18, 1982. When this study was originally proposed, the Dean of the Divi- tinuing Education and the Coordinator of the eacher Education Programmes of Addis-Ababa ersity were consulted. Both authorities welcomed the proposal and promissed to cooperate in all aspects, and they have shown it in deeds.

The programme Coordinators of the respective colleges were informed and requested to distri e the questionnaire and collect the responses. Th jective of the questionnaire was explained in writi n the first page of the questionnaire and the responde were requested to fill in the questionnaire and return i to the programme coordinators of the respective college and also to answer all the questions. The respondents ha also been informed that genuine responses from them will rtainly help the institutions to improve subsequent pro ammes.

The questionnaire was distributed to the trainees through the programme coordinators of the respective colleges in Addis-Ababa and Debre Zeit between September 1 and 5, 1982. With the exception of the College of Social Sciences all programme coordinators distributed the questionnaire and returned back the filled in questionnaire ,thus, it was possible to collect 1000 responses. For the participants of the college of Social Science, the writer managed to find 30 participants in Addis-Ababa, Debre Zeit, Nazareth and Wolisso to fill in the questionnaire between April and May 1983.

It has been already mentioned that the Dean of the Division of Continuing Education and the Coordinator of the In-service Teacher Education Programmes will be interviewed. The theme of the interview was focused mainly on the problems encountered and possible solutions for the future. The Dean and the Coordinator had already given a written report to the concerned authorities stating the problems faced and possible silutions for the future, and gave the copy of the report to this writer. Many problems and possible silutions are forwarded in the report, but for the purpose of this paper, only major administrative problems have been discussed and it is recommended that some of the conditions be improved in support of the report.

Chapter III

Analysis of Participants' Responses

As mentioned earlier, this paper tried to see the academic and the administrative aspects of the programmes. To get information on these two issue a questionnaire was administered to the participants. 15 questions deal with academic activities and 11 questions deal with the administration of the programmes. One question was about the general impression of the particiapants on the programmes, and one open ended question invited additonal comments from the participants. In fact this last question revealed many issues to be considered by the respective colleges. The responses are stated below.

ACADEMIC ACTIVITIES

On question related to the academic aspect of the programmes, the following are the responses from the two handred respondents taken as a sample. To the question "was there enough course outline provided during the course?" 55.7% responded just enough, 32.7% said, not enough, and 10.5% thin that it was too much.

To the question "was the course content related to your present duty" 53.3% believed that it was related to a certain extent, 41.1% said that it was related very much, while 5.1% found it not related to their duties. On the balance of theoretical and practical aspects in the courses, 48.2% believed that it was too theoretical, while 47.2% said just right.

58.4% of the respondents said that their questions and suggestions were entertained fairly well be instructors; 32.5% said very well, while 7.6% said inadequate and 1.6% said badly. For class discussions and student participations, 53.5% said that there was only some extent, 33.8% said about right, while 11.6% said that there was no class discussions and student participations at all.

On the method of teaching frequently used, 74% responded that lecture was the only method used, 5% said discussion, 0.5% said demonstration and 20.5% responded all of them. On the question of continuous assessment 48.4% believed that it was just enough, while 47.4% considered it to be not enough.

On the question of project works and /or group works, 41.4% responded none, 38% to a certain extent, 16.5% just enough and 3.6% said more than necessary; but to the question whether these projects or group works were related to the course, 61.6% responded not at all, while 16.2% said sufficientlt related, 14.1% said a bit related and 87% said related.

To the question of the provision of teaching materials, 45.9% said to a certain extent, 35-2% said just enough, while 14.3% responded none. To the question of whether they have been given assignments and project works to help them study in between the summers, 47.2% responded none, while 25-670 said just enough and 23.6% said a few.

66.5% of the respondents think that a follow-up study will encourage them to study between the summers. 25.5% responded to a certain extent while 8% think that it will not encourage them at all.

On the usefulness of the general and special methodology courses, 47.1% thin that they will help then to a certain extent and 43.3% said much, while 9.6% respomded not at all. To the question, whether they have gained sufficient concepts, skills and attitudes from the courses, 53.3% said much, 44.6% responded to a certain extent and only 2.1% responded that they have gained nothing at all.

On the question of the standard of the instructors, different views were reflected and many comments have been given in the open ended question. On the close ended question, 38.5% of the respondents viewed the instructors as good, 33.9% average and 27-1% very good.

On the general comments given for the open ended question, some instructors have been blamed for not preparing themselves on the lessons before coming to classes, insulting and rediculing participants, not allwing questions, generally poor approach and presentation or lacking in methodology of teaching. In some cases names of such instructors have been mentioned; and recommended that such teachers need further training before they come to train teachers.

Out of quite a number of comments and complaints made on the selection of Summer instructors and their standard, and general comments on the academic activities, the following are some examples of statements made by the two handred respondents, directly quoted from the open ended question.

- " Care should be taken in the selection of the instructors".
- " All subjects were good and helpful for our teaching, but becuased the administrators failed to supervise the instructors, there is weakness in the whole teaching learning process".
- " Some of the instructors did not prepare themselves well and fail to present the lessons; there should be close supervision."
- " Some instructors are not competent enough to carry out their duties; so the administration should select the instructors carefully."
- " Experienced teachers must be employed for the summer programmes."
- " Young instructors feel proud of their academic knowkedge and degrade their students; they did not understand individual differences; they dod not tollerate problems and get iritated easily, it is a pity to see an instructor saying" I will show you in my exam".
- " Lecturers of some subjects like ..... should have the command as well as the interest of teaching in the programme."
- " Dedicated and considerate instructors with a good sense of responsibility should be assigned."
  "..... advice must be given to some instructors as they are trying to degrade the participants,..... the instructors must understand that the participants are not coming here to be insulted by a few poorly charactered instructors."
- " Some instructors know their subjects well but fail to present it properly, some talk to the blackboard".
- " The programme would have been more interesting had the staff been selected from the experienced teachers; it seems that the summer programmes are used as a lecture practice session."

- " Well qualified instructors, availability of references and handouts are very important."
- " In .....Department even though qualified, the instructors are poor methodologically".

There were also other complaints regarding acedemic activities; such complaints include shortage of time, the provision of course outlines or handbooks for the whole programmes; handouts to be given at the beginning of the courses, the provision of enough text and reference books in the libraries, shortage of instructors in some departments and the like.

Some responses show that some participants have dissatisfaction in their academic departments. One complaint regarding dissatisfaction in the department state"..... there is negligence and carelessness in the Department of ....., which would certainly undermine the programme; the..... programme seems to be a journey of unlimited route; the unlimited duration of the ..... courses has adverse effects on the moral of the participants and the teaching itself; there is an acute shortage of reference books".

To see the frequencies of such complaints on the open ended question, which invited additional comments, the following topics were treated in the academic activities. This include complaints made on the standard and selection of the University instructors, shortage of time alloted for the programmes, shortage of instructional materials and the provisor of course outlines for the whole programmes.

Complaints on the instructors approaches and standards were made by 34 respondents, shortage of time for the courses was echoed by 24 respondents, shortage of instructional materials was identified as a problem by 15 respondents and the provision of course outlined or handbooks for the whole programmes was asked by 9 respondents.

To assure whether such complaints were made genuinely by all participants or by certain groups due to personal differences or emotionally suggested, another two hundred randomly selected responses were seen. It was discovered that these complaints and suggestions were forwarded genuinely. The following table shows the frequencies of the complaints and suggestions academic activities revealed by one open ended question, which invited other general comments from the respondents. The frequencies show the responses of the first 200 selected samples plus the other 200 additional ones. This means that the frequencies are out of the 400 respondents.

Topics of Complaints	Frequencies
1. Complaits on the stardard & selection of instructors.	102
2. Complaints on the shortage of Time	58
3. Complaints on the Instructional materials	29
4. Complaints on the provision of course outline or handbook.	16

Table 6. Frequencies of complaints on one open ended question.

Source: A survey by the writer.

Infact the different departments of the University may have problems in getting well qualified and experienced instructors fro all courses offered during summers, but at least summer instructors, especially fresh and young instructors have to be given orientation on how to handle their summer students who are grown up people with a vast experience of teaching. It should be clear to the instructors that most of the participants have more experience of teaching than some of the University instructors, and they have to treat then as equal coleagues of the same profession and be ready to exchange experiences.

The writer believes that most of the problems raised can be solved within the capacity of the different academic departments. Though such problems may be seen as minor, they have to be considered seriously since they can have, as mentioned by one of the respondents, effect on the teaching-learning process. Teacher educators are expected to be exeplary to their trainees, and as K.D. Ariyadasa put it "In service teacher education is the teacher's reformer and attitude change".[16] the trainees must get some thing new from their tutprs for the development of their professional skills and go back to their schools with new attitudinal change in their teaching competence, which they believe that they have inherited it from their instructors.

Adminstrative Aspects of the Programmes

On questions related to administrative aspects of the programmes the following are the responses from the respondents. To the question of how the selection criteria were used by the selection committies in the Education Offices of the Administrative Regions, 58.8% believed that it was slightly used and 28.7% believed that it was perfectly used, while 11.1% think that it was unfairly used.

50.8% of the respondents think that there was no registration problems in the colleges; while 42.2% said to a certain extent, and 6% said that there were many problems. On the question of orientation sessions, 54% responded just enough and 44.5% said that there was no orientation session when they came to the colleges. To the question "were the objectives of the course made clear to you? 62.1% said to a certain extent, 18.2% said very much, while 19.7% said not at all

41% of the respondents' questions were entertained well, 26.1% very well, 28.7% fairly and 4.3% badly by course coordinators and administrators. The weekly class chedules were seen to be convenient by 51.3% and inconvenient by 19% of the respondents, while 29.7% have been it to beconvenient to a cetain extent.

The library hours and the book lending system were found to be much helpful by 32 .8% helpful to a certain extent by 46.4% and not helpful by 20.8% of the respondents. The conditions in the dormitories were rated to be good by 50.5% fair by 31.6%, poor by 13.8% and worst by 4.1% of the respondents. Other comments have also been given regarding dormitories, food and medical problems.

The course coordinators were rated good by 42.3%, very good by 32.4% average by 17.6% and poor by 7.7.% of the respondents, while the administrative and general service personnel were rated good by 36.6% average by 30.1% very good by 22% and poor by 11.3% of the respondents.

As a general overall impression, the programmes were viewed satisfactory by 51.9%, very good by 36.9% poor by 6.4 and understanding by 4.3.% of the respondents. To the question" What additional programmes should be organised by the colleges so that many teachers can participate and the standard of education in Ethiopia can be raised?". 51.6% of the repondents recommended provincial college extention classes, 40.4% recommended correspondence education and 7.4% recommended mobile teaching team.

Other general comments were also made on the adminstrative aspects of the programmes. Such comments include the improvement of the quality and quantity of food provided, water supply around the dormitories, the punctuality in the starting of the programmes, provision of medical service, the cleanliness of the dormotories, and the like. These complaints were made on the open ended question. One complaint on the dormitories states" no one controls the cleaness, they didn't clean even 5-6 days consecutively".

Some of the respondents complained that they didn't get their exam results on time. The respondents also recommended that programmes coordinators should be present in their offices during office hours and solve problems of the participants.

To check the frequencies of such complaints in one open ended question eight topics have been treated in the administrative affairs of the programmes as have been done for the academic actitivies. The following table shows such frequencis for the administeative problems.

Topics of Compalints	Frequencies
1. Problems in the Dormitories including Cleaners.	46
2. Water shortage	37
3. Food problem in quality as well as quantity.	31
4. Tiredness in the starting of the programmes.	28
5. The abuse of Selection Criteria	28
6. Complaints on Coordinators and administrators.	25
7. Complaint on the issue of Exam Results in time.	15
8. Medical Service	13

Table 7. Frequencies of Complaints or administrative affairs.

Source: Responses of the open ended question.

The Dean of the Division of Continuing Education and the Coordinator of the In-service Teacher Education Porgrammes of Addis-Ababa University were approached by this writer. They were asked about the programmes and problems faced during the course they gave him on copy of their final report.

There were quite a number of problems. Some of the University authorities did not give much attention to the Summer Programmes. The problems started from the selection of new candidates for the programmes. The University Admission and Placement Committee refused to accept the relevant documents of the new candidates, but at last after the interferrence of the higher authorities of the Ministry of Education Commission for Higher Education and Addis-Ababa University, the Committee selected the new candidates.. After the programmes started the major problems faced were the following.

1. The salary of the employees, including the instructors was not paid on time. The Coordinators were spending most of their time in dealing with this problem and could bot follow up the academic activities. The second month payment took seven months and the instructors did not submit grade reports till they got their pays. Therefore it was very difficult for the coordinators to give general reports to the concerned authorities and grade reports to the participants on time.
2. There was shortage of stationery and laboratory materials, this shortage affected the teaching activities in getting sufficient teaching materials.

3. Some instructors were obliged to quit teaching in the middle of the course for political education and the programmes were hgihly affected.

4. The quality and quantity of food provided was not sufficient and raised complaints from the participants. The unit cost of food for each participant must be increased as proposed two years ago.

5. Materials for Coordinating office are not sufficient enough. There is shortage of duplicating machines and type writers, and there are no calculating machines, Exrox machine and others to facilitate the work. Such shortages affect the smooth running of the administrative and academic activities.

6. Because people working in bookstores are not paid for the service they render for Summer programmes, they didn't serve the participants and the participants faced problems in getting text books.

After enumerating such major problems which cannot be solved by their offices, the two authorities recommended that the Summers Teacher In-Service Programmes must be given due attention by the concerned authorities since these programmes are part and parcel of the University activities.

Chapter IV

Conclusions and Recommendations

Conclusions

Generally speaking, in the academic aspects of the programmes, the responses indicate that:

1. the participants were provided with course outlines,
2. the contents of the course were related to the present duty of the participants,
3. the courses were more theoretical,
4. the instructors estertained the questions and suggestions of the students fairly well,
5. there were not much discussions and student participations in the course of the programmes,
6. the teaching method fequently used almost by all instructors seems to be lecture.
7. though these can be valid reasons on the part of the instructors, tests and quizzes for continuous assessments were not enough,
8. there were only few project works and even such projects were not related to the courses,
9. teaching materials, including handouts were not enough,
10. the general and special methodology courses were considered to be helpful for the participants when they return to their schools,
11. most of the participants think that they have gained sufficient concepts, skills and attitudes from the programmes,

12. Most of the participants think that a follow-up study will encourage then to study in between the Summer, but very few of the participants were given such assignments, and

13. excluding the different complaints and comments on the selection and standard of the instructors, about one quarter of the respondents viewed the instructors as very good, one third of the respondents rated them to be average and more than one third viewed them to be good.

Regarding the administrative aspects of the programmes the responses indicate that:

1. the selection criteria were not perfectly used by the Education Offices of the Administrative Regions,
2. there were no major registration problems in most of the colleges,
3. it seems that orientation session was arranged only to 54. of the participants,
4. the objectives of the programmes were clear to most of the participants,
5. the questions of the participants were entertained fairly well by course coordinators and administrators,
6. weekly class schedules were convenietn for most of the participants,
7. the library hours and the book lending system were helpful for most of the participants,
8. conditions in the dormitories were viewed to be good and certain conditions need furhter improvements,
9. administrative and general service personnel were rated good and average by most respondents,
10. as a general overall impression the programmes were viewed to be satisfactorily by more than half of the respondents and very good by more than one third of the respeondents, and
11. provincial college extension classes and correspondence education were recommended by almost all the respondents.

As indicated by the dean and the coordinator there are major administrative problems that need solution by higher authorities.

Recommendations

The results of this general survey have revealed that there are some areas to be improved for effective utilization of the programmes. Many points may be raised but the writer would like to raise some issues on the improvement of some of the acdemic and adminstrative activities.

1. The need for more students' participation in the teaching learning process:

The present trend of teaching learning process encourages reciprocity between the teacher and the learner. This concept should be realized by all instructors in any level. Ofcourse the teacher is expected to know much and prepare himself on his subject, but he is not obliged to talk for the whole period. He should guide his students to reach to the facts and relities that he wants to present, by themselves. The instructor is expected to give chances to his students to explore their surroundings and reach into conclusions by discussing the facts or issues among themselves. Students should be given chances to create or innovate by themselves. They should be directed to initiate, exploration and research. Such method of teaching should be developed and encouraged in training teachers for any level. Our University young instructors must have such pedagogical orientations before they are assigned to teach in the Summer In-service Teacher Education Programmes. They have to be leaders of their trainnes, and not followers, especially in teaching methods. The many echoes on selection of summer instructors stated above should be minimized in the future subsequent programmes.

2. Teaching method:

At present it seems that the only means of presentation of lessons is lecture. This narrative type of presentation is exclussively used by almost all instructors, according to the respondents (74%). This can be used for some times, but it should not be used thoughout the courses, as if it is the sole means of presenting lessons in the third level education. The nature of the subjects or topics to be taught might determine the approach, but the approaches must be diversified.

Lee J. Cronbach stated that "presenting information is an art; success depends on the teachers' insight into his pupils, his knowledge of the topic and his use of a style suited to his personality. There is no single pattern or model to be followed, but several general suggestions can be made. Because it provides information regarding the learners comprehension, give and take discussion is genrally better than a lecture in which students merely take notes."[18] Therefore, as stated above, discussions with students, discovery approach, demonstrations and others can be used to present the lessons, and effort must be made to explore other means of presenting lessons besides lecture.

3. Evaluation System

The evaluation mechanism of the lessons taught should include formative evaluation. Continuous assessment is recommended by most educators in the evlaution of teaching learning activities; as Cronback put it " effective presentation requires the teacher to have a clear idea of the goal and to judge continually whether the class is following him after a certain pace of advancement. This can be achieved by continuous assessment, which helps in obtaining feedback from the students".[19]

Almost half of the respondents said that they did not have enough tests and quizes for their progressive evaluation. It is very difficult to assess the achievement of students with one final examination. One exam cannot cover the vast portions taught during the whole session, and physical and psychological conditions of the students on that particular date might affect the results of the final exam; thus the final score obtained by the students cannot tell what have been achieved in the teaching learning process of the session.

4. Project works/group works

Project works are very important to enhance learning teaching activities. Such works will enable the learners to explore their surroundings and to come across some works of known educators and experts. Cronbach had well argued that " too much control gives no chance to plan, to make errors, and then to learn to plan better, independent work promotes creativeness and learning by discovery. Such works are suitable for the expression of personal interests and expose the learner to the outside world."[20]

According to the author, project works can help the development of individual academic talents, and should be realized by instructure in all levels of educational system. The present trend of education encourage the discovery method of teaching and project works are considered to be gate ways to go out of one's own limited world and enable the learner to explore beyong his boundry. Project works encourage the learner to make research works on different educational topics. But according to the majority of the respondents this was not encouraged by most of the University instrutors. Thus, such project works must be encouraged by all academic departments, and the department heads should strictly see to it that all courses offered have some sort of project works, and also this could be one means of shortening the duration of the programmes.

5. Instructional Materials:

There can be no teaching learning activity without teaching materials. Only thirty five percent of the respondents said that they have enough teaching materials, i.e. some text books and handouts. Some of the respondents complained that there was an acute shortage of reference books in some departments. A third level education cannot go without reference as well as textbooks. The need for teaching materials must be given priority in any teaching learning activity, and the different departments of Addis-Ababa University cannot be exceptional.

6. Follow up study:

Most of the respondents think that a follows up study will encourage tham to study in between the summers but very few were given such assignments. Many teacher educators believe that self learning materials, notes or texts could help teachers (Summer In-service trainees) a lot in digesting the course that they have to take during the next Summers as well as the ones which they have already taken in the previous Summers. A series of self learning materials could be utilized by the trainees on their own between the Summers.

7. Supervision:

The respondents recommended that the coordinators and department heads should "supervise" some of the instructors bacause they did not prepare their lessons well, and fail to present their lessons properly. In fact it is very difficult for the department heads and coordinators to supervise every instructor for every lesson he presents, but the department heads have to bring it to the attention of such instructors that they have to respect their professional code of ethics and prepare what they are going to teach before going to classes.

Some complaints stated that some instructors"did not understand inidividual differences ;"

Actually understanding individual differences is an essential element in the quality of a teacher. This is one of the basic principles of teaching; any trained teacher should realized the importance of this principle when preparing his lessons. In any classroom situation there will be slow and fast learners in the two extremes and and the average in the middle. The teacher should prepare for all the three groups and treat them equally and make sure that all the groups have understood the lessons properly. The concept of "understanding individual differences" should be brought to the attention of all instructors in any educational level.

8. Selection Criteria

Only 28.7% of the respondents believed that the selection criteria were used perfectly. The rest have doubts on the use of the criteria. The Education Offices of the Administrative Regions must think over the matter and select the candidate according to the criteria set. They must make the criteria clear to the candidates and select accordingly. The Ministry of Education must follow up the selection process, and at the same time make the Education Officers of the Administrative Regions realize that there are complaints on the side of the participants and such complaints must be corrected in the future.

9. Dormitories

The conditions in the dormitories need improvement. According to the complaints, there are cleaners employed and paid for the service they render, but"no one controls them" and they did not clean "even for five to six days consecutively". As far as they are paid for it, they have to work, and there should be some body to chec their work.

As stated above, there was an"acute shortage of water around the dormitories," because the room were not cleaned and washed regualrly there were flees and other insects in the dormitories. For an outsider, except for the water shortage, it seems that porblems mentioned could be easily solved unless there us negligence on the side of the concerned administrative bodies. The concerned authorities should consider such problems resiously and check the employees that they are doing their work accordingly.

10. Other Administrative Problems

Generally speaking, administrative problems were raised here and there. The Dean of the Division of Continuing Education and the Coordinator of In-service Teacher Education Programmes of Addis Ababa University raised major adminstrative problems which need immediate solutions. As mentioned above, the salaries of Summer employees should be paid excactly after the end of each month. The Addis Ababa University and Commission for Higher Education authorities should see to it that the fund allocated for the service teacher educators programmes is handed over to the University on time.

Other major problem raised by the two authorities was the shortage of teaching materials and stationery. A third level education cannot be run without sufficient teaching materials and stationery. As many people believed the problem was not shortage of fund, but the fund allocated was not shortage of fund, but the fund allocated was not provided on time. Many people will agree that the salary of the Summer employees and petty cash for stationery could have been drawn from the University even if the fund for the Summer programmes was not handed in to the University. Addis Ababa University should take a lesson from the young college of Teacher Education, Kotebe, which managed to pay the salaries of Summer employees on time with its magre source of income while a huge and old institution like Addis Ababa University failed to do so when such problems were prevailing within its authority; and the Summer instructors were unable to get their salaries for seven months.

On any condition the payment could not have taken such long time if due attention was given to the programmes on the side of the University authorities, In fact this negligence might have an adverse effect on the future programmes. The concerned authorities from all corners should take a drastic maesure to solve such administrative problems, and make maximum use of the programmes in the training of Secondary school teachers.

In the report it was stated that some instructors were obliged to quit teaching in the middle of the course for political education and the programmes were highly affected. In fact it is commendable to give orientation and political education for instructors about the social development and the nation's ideology so that the effect of the political education can enhance the learning teaching activity; but those instructors who will join such programmes should be known ealier so that they may not be employed for the summer programmes.

The quality and quantity of food provided was not considered to be satisfactory by participants and the two authorities. This raised complaints by almost all the participants. Actually this requires an increase in the unit cost of foof; effort should be made from all corners to increase the unit cost of food as proposed by the authorities.

The shortage of facilties for the Coordinating Office can affect the smooth running of the academic and administrative activities of the programmes. The materials stated above are all essential and compulsory for the office. In Ocotber 1981, the Coordinating Office requested the Ministry of Education for the provision of the mentioned materials.

The Ministry responded favourably and included the cost of the materials with the budget of the 1982 Summer Programmes; but when the responsibility of the running of the programmes was handed over to the Commission for Higher Education, the Coordinating Office failed to follow up what had been assigned for and the fund was not used for the designed for and the fund was used for the designed purpose. Since the coordinating office could not facilitate its activities without the necessary office equipment the University or the Ccordinating office should try all means of getting the materials as soon as possible.

As indicated in the report, the permanent employees of the University Bookstores are not paid for the service which they have to render for Summer In-service programmes; so they refused to serve the Summer programme participants and the participants were unable to get text books from the stores. According to the Civil Service regulation, government employees are entitled for one month annual leave. This can be taken at any time in the year when the orgranization is in a position to allow its employees to go out for leave; and if it is not possible then the employees can postpone their leave up to the nest two years; therefore, the University administration must be in a position either to arrange the posibility of giving annual leave for the employees in shift systems so that it may not affect the Summer programmes, or pay the employees to compensate for their annual leave.

Finally the writer would like to bring to the attention of the readers of this paper that when the above short comings are raised, it doesn't mean that there are not qualitative aspects in the academic and administrative activities in the running of the In-service Secondary School Teacher Education Programmes. Most of the situations were made conducive for teaching learning activities by the concerned authorities and it was possible to complete the programmes smoothly. The writer believes that when the problems and short comings stated are given due attention from all corners, the In-service Secondary School Teacher Education Programmes will serve as one of the most important strategies in the training of Secondary School Teachers and raise the standard of second level education in Ethiopia.

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Evaluation of In-service Secondary School Teacher Education Programmes Summer 1982.

Questionnaire to be filled by Programme Participants

Kifle-Hager (Region where Participant works) _____

Name of School (Where Participant teachers) _____

Subject teaching _____ grade level teaching _____

Department in the college (subject majoring) _____

Year (1 - 5) _____

Programme (Degree, Diploma) under line the right programme.

Centre (where you are participating the programme)_____

Instruction: You are required to fill in this questionnaire to provide us with a feedback information which will help us in evaluating the In-service Teacher Education Programmes. The genuine response from you will certainly help the instutitions responsible for the programmes to improve subsequent courses. To show you response cicle the appropriate letter in each question, and if you don't agree on the given alternatives write down your own alternative on the space provided next the "other".

Please answer all questions.

1. How were the selection criteria used by your Regional Educ ation Office?

   a) not used
   b) unfairly used
   c) fairly used
   d) perfectly used

2. Did you face any registration problems at the college?

a) none
b) to a certain extent
c) many problems
d) others (specify) _____

3. Was there any orientation session when you came to the college?

a) none
b) just enough
c) more than necessary
d) other(specify) _____

4. Were the objectives of the course made clear to you?

a) very much
b) to a certain extent
c) not at all
d) other(specify) _____

5. Was there enough detail course outline provided during the course?

a) not enough
b) just right
c) a bit too much
d) too much

6. Do you think that the course centent is related to your present duty?

a) very much
b) to a certain extent
c) not at all
d) other(specify) _____

7. Was there a right balance of theoretical and practical aspects in the course?

a) too practical
b) just right
c) too theoretical
d) others _____

8. How were your questions and suggestions enterained by instructors?

a) very well
b) fairly well
c) in adequate
d) badly

9. Were there sufficient class discussions and participations?

a) not at all
b) to some extent
c) about right
d) more than necessary

10. Which teaching method was frequently used throughout the course?

11. Were there enough quizzes and tests during the course?

a) not enough
b) just enough
c) too much
d) others

12. Were there project works and/or group works given?

a) none
b) to a certain extent
c) just enough
d) more than necessary

13. Were the project works or group works related to your course?

a) not at all
b) a bit related
c) related
d) others _____

14. Were there sufficient teaching materials including hand-outs given to you?

a) none
b) to a certain extent
c) just enough
d) too much

15. Were you given out some assignments and/or project works to help you study in between the summers?

a) none
b) a few
c) just enough
d) many

16. Do you think a follow-up study will encourage you to study in between the summers?

a) not at all
b) to a certain extent
c) much
d) others _____

17. How were your questions entertained by course coordinators and administrators?

a) very well
b) well
c) fairly
d) badly

18. Were your weekly class periods convenient for you?

a) not convenient
b) to a certain extent
c) about right
d) very convenient

19. Were the library hours and the book lending system helpful for your study?

a) not at all
b) to a certain extent
c) much
d) very much

20. How were conditions in the dormitories?

a) good
b) fair
c) poor
d) worst

21. Do you think the general and special nethodology courses will enhance the teaching and learning process at your school.

a) not at all
b) to a certain extent
c) much
d) others _____

22. Do you think that you have gained sufficient concepts, skills and attitudes from the course?

a) not at all
b) to a certain extent
c) much
d) others _____

23. How do you rate your instructors?

a) very good
b) good
c) average
d) poor

24. How do you rate the course coordinators?

a) very good
b) good
c) average
d) poor

25. How do you rate the administrative and General Service Personnel?

a) very good
b) good
c) average
d) poor

26. What is your person view of the programmes?

a) outstanding
b) very good
c) Satisfactory
d) poor

27. What additional programmes should be organized by the colleges so that many teachers can participate and the standard of education in Ethiopia can be raised?

a) Provincial college extention classes
b) Correspondence education
c) Mobile teaching team
d) Others (specify) _____

28. Other comments you want to give _____

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